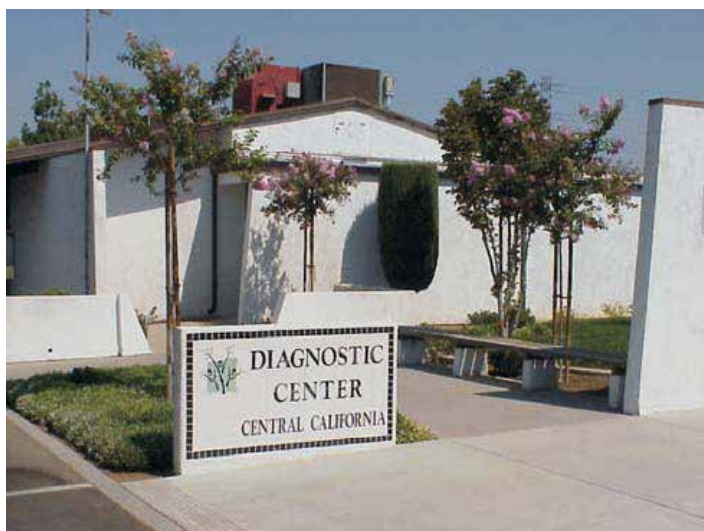




DIAGNOSTIC CENTERS



***Robin Zane, Director
Diagnostic Center, North***



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Diagnostic Centers End of the Year Report 2017-2018

California Department of Education

MISSION STATEMENT

Unique to the state of California, the Diagnostic Centers are the California Department of Education's primary provider of direct services and assistance to California school districts and their special education students.

We provide comprehensive assessments, research-based interventions, quality professional development, and a continuum of technical assistance.

We are committed to improving educational outcomes for special education students with complex needs and fostering collaboration among educators and families.

California Department of Education's Diagnostic Centers provide high-quality services to special education students, their families, and school districts. Authorized by the California legislature in 1944 and established regionally, the three centers are located in Los Angeles, Fresno, and Fremont. Services are provided by expert, interdisciplinary teams of diagnostic professionals, including educational specialists, speech and language specialists, psychologists, pediatricians, and other specialists who address the unique educational needs of California's most-difficult-to-serve students.

Services include: comprehensive, state-of-the-art assessment and educational planning services to assist local school districts in determining the needs of their most complex students; technical assistance and consultation in program and instructional design; and professional development opportunities for teachers, administrators, special education staff, families and service agency personnel, including presentations at local, state, and national conferences and workshops.

Referrals for assessment services must be made by the student's school district, county office of education, or Special Education Local Plan Area (SELPA). Eligible students include those enrolled in special education who are not progressing, despite local school efforts; who present a complex learning and/or behavioral profile; and for whom the district requires additional diagnostic information to assist in defining the most appropriate educational goals and teaching strategies.

Requests for technical assistance, consultation services, and professional staff development must be made by local district special education administrators, SELPA directors, county office of education administrators, members of regional coordinating councils, and local colleges and universities. Diagnostic Center services are provided at no charge.



Assessment Services

“We were extremely pleased in how thorough the report and recommendations were for our child. The recs will help her communicate more effectively.”

***~Parent~
Central California***

“The team’s information has continued to guide our team and curriculum for our student and support her transition to the next team and IEP support for her needs.”

***~School Staff~
Northern California***

“Their expertise truly helped and answered our questions and requests, they were very thorough and did an excellent job in explaining new strategies, approaches, and rationale for treatment. Penafrancia Napilot.”

***~Parent~
Southern California***

Districts who have directed available resources to serve a child often have unanswered questions and request the assistance of the Diagnostic Centers. Questions most frequently asked are in the areas of significant behavior challenges, diagnosis, functioning levels, communication, socio-emotional status, and accessing curriculum and instruction.

To address these questions, the Assessment Teams develop individual assessment plans to serve the child at the school site, at the Diagnostic Center, or in both school and Diagnostic Center settings.

Field-Based Assessments are generally conducted over a span of one to three days at the student’s school. School personnel and the family are involved in the assessment planning and process. The Assessment Team conducts the assessment, prepares a report of their findings and recommendations, and meets with the family and district personnel. Fifty-four percent (54%) of Diagnostic Center assessments were provided in the field.

Center-Based Assessments are conducted at the Diagnostic Center over a span of two to five days. The Assessment Team conducts the assessment, prepares a report of their findings and recommendations, and meets with the family and district personnel. Five percent (5%) of Diagnostic Center assessments were conducted at the Diagnostic Center.

Combined-Location Assessments are conducted at the school and Diagnostic Center sites over a period of three to five days. The Assessment Team conducts the assessment, prepares a report of their findings and recommendations, and meets with the family and district personnel. Forty-one percent (41%) of Diagnostic Center assessments were Combined-Location Assessments.

Assessment Services *(cont.)*

“Thank you, the Diagnostic Center put my feelings into words. I believe all the observations were in sync with my own beliefs about my son’s strengths & challenges.”

**~Parent~
Northern California**

“The classroom experience and knowledge of behavior related to students with autism was valuable. The flexibility of scheduling the assessment and holding the results meeting was very helpful.”

**~School Staff~
Central California**

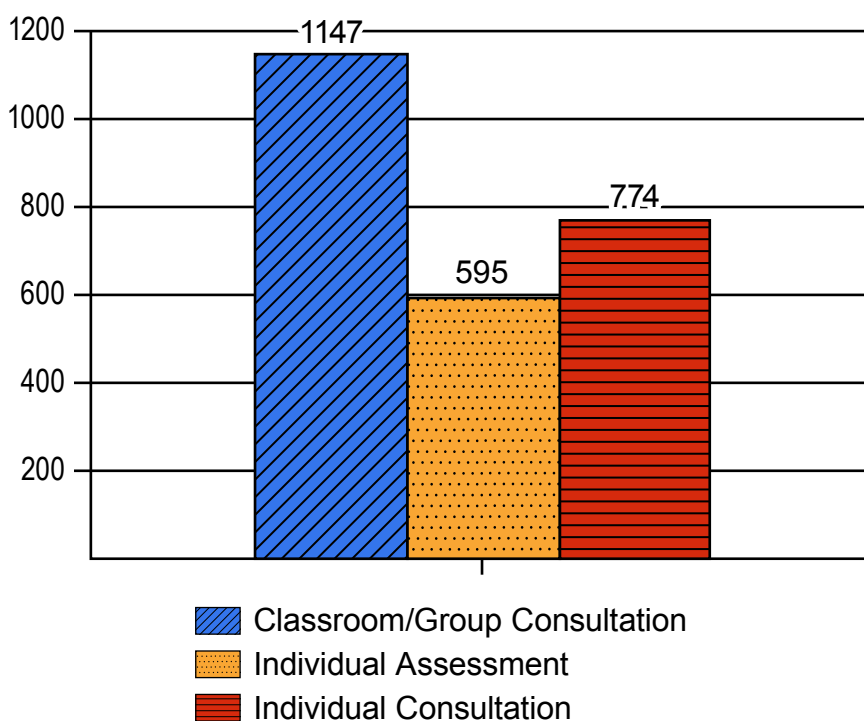
“The report and meeting to go over findings was extremely helpful in helping me understand my son’s needs. Very clear.”

**~Parent~
Southern California**

Consultation services are provided to previously assessed students at the request of the local school district. These services range from telephone consultation to visits at the school site. Figure 1 illustrates the assessment services provided. During the 2017–18 school year, 2,516 students were provided services, which included 774 follow-up individual consultations and 595 individual assessments.

In addition, the Diagnostic Centers provided classroom/group consultation services to 1,147 students. Based on district need, Assessment Teams addressed such issues as literacy, positive behavior supports, transition, assistive technology, and adapting curriculum for students with severe disabilities and autism spectrum disorder (ASD).

Figure 1. 2017–2018 Assessment Types



Referral Trends

“The student is very complicated and it is helpful to get perspective from a team separate of our team.”

**~School Staff ~
Northern California**

“Our family was treated so well and every person who assessed our daughter was kind and amazing with her. You have given us a roadmap for the next four years!”

**~Parent~
Central California**

“The assessment was very thorough and provided our IEP team with helpful information to develop the student’s IEP.”

**~Administrator~
Southern California**

Requests for assessment services continue to be in demand and indicate that the Diagnostic Centers are serving LEAs’ most challenging-to-serve students. Reasons for requesting assessment assistance vary district to district, and region to region. Data is collected to identify referral trends and develop programs to better meet the current needs of LEAs.

Table 1. Percent of Referrals to Diagnostic Center, by Reason

Reason for Referral to Diagnostic Center	Percentage of all Referrals
Instructional Strategies/Programming	62.18%
Diagnosis	38.32%
Behavior	34.62%
Communication	31.60%
Autism	26.72%
Mental Health	15.46%
Independent Educational Evaluation (IEE)	14.79%
Impact of Medical Conditions on Education	12.77%
Conflict Resolution	12.10%
Secondary Issues	5.88%

By collecting and analyzing trend data, the Diagnostic Centers adjust their assessment delivery models and develop trainings and technical assistance packages for LEAs. Furthermore, special projects are designed and implemented for LEAs based on local needs. Descriptions of special project activities are found beginning on page 12.

The effectiveness of the services provided by the Diagnostic Centers is measured by surveying school staff and parents of students assessed. An initial survey is collected immediately following each assessment. A second survey is distributed and collected six months following the assessment. The LEA ratings of assessment surveys are completed by teachers, program specialists, DIS staff, and administrators. A total of 705 surveys were returned from school staff and 162 parent surveys were returned. Their responses indicated that:

Referral Trends *(cont.)*

“We appreciated the thoroughness of your assessments and the professional manner they were conducted in.”

**~Administrator~
Northern California**

“Refined program based on recommendations. Team goes back to the report often to reference.”

**~Teacher Specialist~
Southern California**

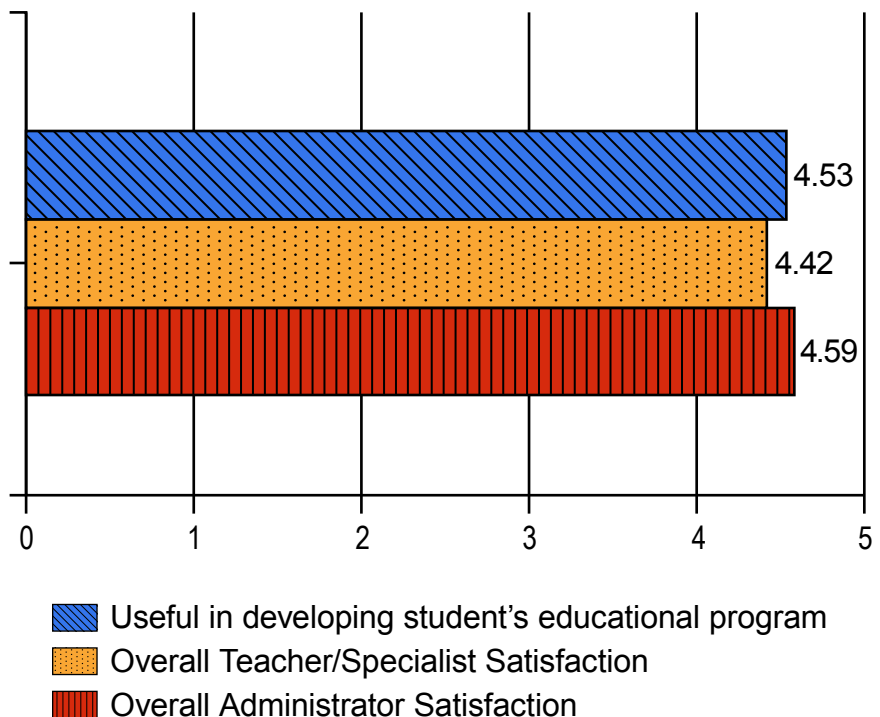
“The information that was provided gave us a fuller picture of what is going on with our student. The recommendations were insightful!”

**~School Personnel~
Central California**

- ❖ **93.40%** of administrators reported positive outcomes for the students as a result of the assessment
- ❖ **95.96%** of teachers and specialists reported that the assessment services were useful to the IEP Team
- ❖ **95.83%** of parents reported that the Diagnostic Center responded to their concerns
- ❖ **91.54%** of parents reported that the assessment provided them with new information

In Figure 2, LEAs rated the assessment services received on a scale of one (lowest) to five (highest). The category “Useful in developing student’s educational program” received an overall rating of 4.53. For the category “Overall Teacher/Specialist Satisfaction,” the overall rating was 4.42. For the third category, “Overall Administrator Satisfaction,” the overall rating was 4.59.

Figure 2. LEA Rating of Assessment Services Received



“The information was quite useful in the development of program. The IEP team benefited from the in-depth information and suggestions/ recommendations included.”

**~Administrator~
Central California**

“I have never been disappointed by the Diagnostic Center. Your reports actually appear to improve over the years. The clear descriptions of developmental levels, how they apply to the individual child, and implications for goals and learning are invaluable. You are a wonderful resource, and your staff epitomizes professionalism.

**~Program Specialist~
Southern California**

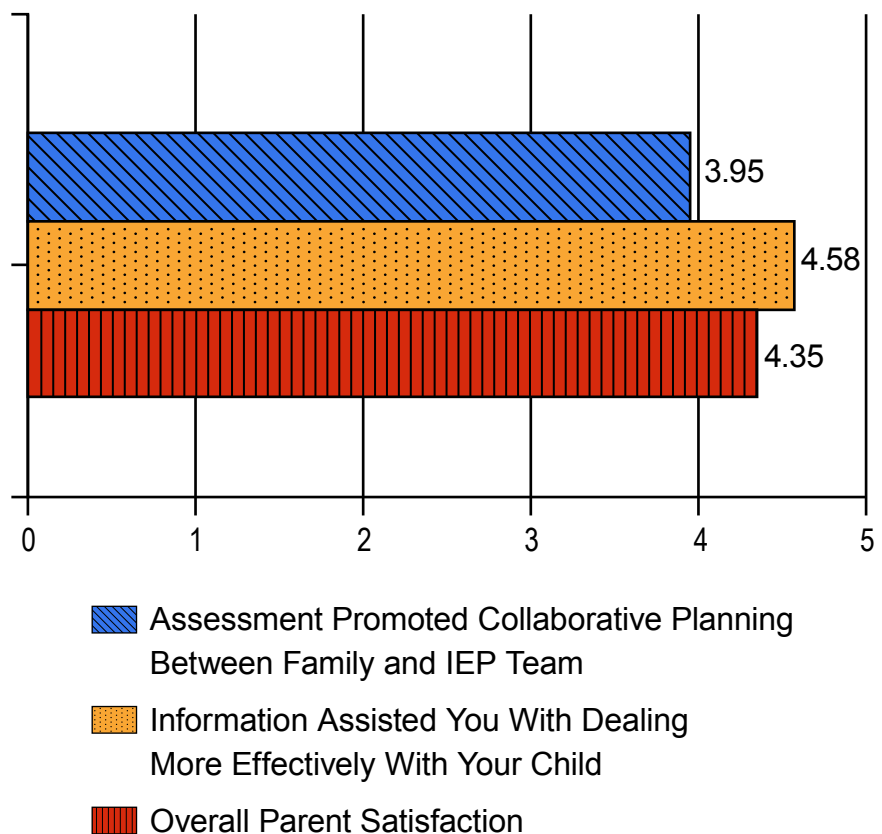
“The assessment became a stepping stone for us to take further action in assessing other areas for students”

**~School Staff~
Northern California**

Referral Trends *(cont.)*

In Figure 3, Parent Rating of Assessment Services Received, LEAs rated the assessment services received on a scale of one (lowest) to five (highest). The category “Assessment Promoted Collaborative Planning Between Family and IEP Team” received an overall rating of 3.95. For the category “Information Assisted You With Dealing More Effectively With Your Child,” the overall rating was 4.58. For the third category, “Overall Parent Satisfaction,” the overall rating was 4.35.

Figure 3. Parent Rating of Assessment Services Received.



Professional Development

“Our IEP team appreciates the collaborative process even after the assessment was completed. Thanks again!”

**~Administrator~
Central California**

“The Diagnostic Center staff who assessed the student were knowledgeable and patient. They provided instructional and organizational information that was relevant and timely.”

**~School Personnel~
Central California**

“The classroom teacher has used some of the recommended programs and instructional strategies presented in the report.”

**~School Personnel~
Southern California**

Diagnostic Centers are recognized as leaders in professional development. Districts, SELPAs, county offices of education, and regional coordinating councils continue to request training opportunities for their staff. The demand for Diagnostic Center training is high and continues to increase. During the 2017-18 school year, 459 presentations were provided to 20,483 individuals at local school sites, regional workshops, and state and national conferences.

In an attempt to serve all LEAs equitably, trainings are available in a variety of formats, including one-day workshops, special projects [in-depth assistance including demonstration teaching], web-based trainings, and videoconferences.

Trainings are developed by the Diagnostic Center staff in response to local and statewide needs. All three Diagnostic Centers disseminate a syllabus describing training opportunities available throughout the regions. Table 2 lists the requested topics by percentage for the 2017–18 school year.

Table 2: Requested training topics

Training Topics	Percentage
Behavior/Mental Health Issues	23.59%
Instructional Strategies	21.39%
Autism Spectrum Disorders	13.20%
Assessment Issues and Strategies	12.22%
Language and Communication Issues	11.49%
Teaching Students with Moderate-to-Severe Disabilities	6.60%
Paraeducators	4.89%
Culturally Responsive Assessment and Instruction	3.06%
Special Education Law and Issues	1.83%
Secondary Students	0.98%

In addition to these formal presentations, school districts, SELPAs, and county offices of education have requested assistance with their special education classes and service delivery models. Comprehensive Professional Development Projects were developed to provide in-depth content training and multiple levels of follow-up support including demonstration teaching and on-site consultation. Pages 12–25 describe those collaborative projects.

Training Evaluation

“The DCC report provided many strategies for the current teacher and future teachers to use to provide academic and behavioral interventions.”

**~Administrator~
Central California**

“The IEP team felt that the evaluation along with the conference was so valuable in understanding the needs of our student.”

**~School Personnel~
Southern California**

“Not only have Anna’s grades gone up, she is so engaged and participating verbally in all classes. No visits to the counselor. Parent was pleased with suggested strategies.”

**~School Personnel~
Northern California**

The effectiveness of the professional development services offered by the Diagnostic Centers is measured by collecting and analyzing Training Evaluation Surveys. Surveys are provided to all participants. For the 459 formal presentations, 10,958 surveys were completed. Participant ratings were measured on scale of 1 (lowest) to 4 (highest).

- ❖ When participants were asked to rate “Prior to this training my knowledge level was,” the average rating was 2.52.
- ❖ When asked to determine “now my level of useable knowledge is,” the average participant score was 3.51.
- ❖ The overall training content received high overall ratings of 3.68.

Figure 4: Participants’ Rating of Training Received

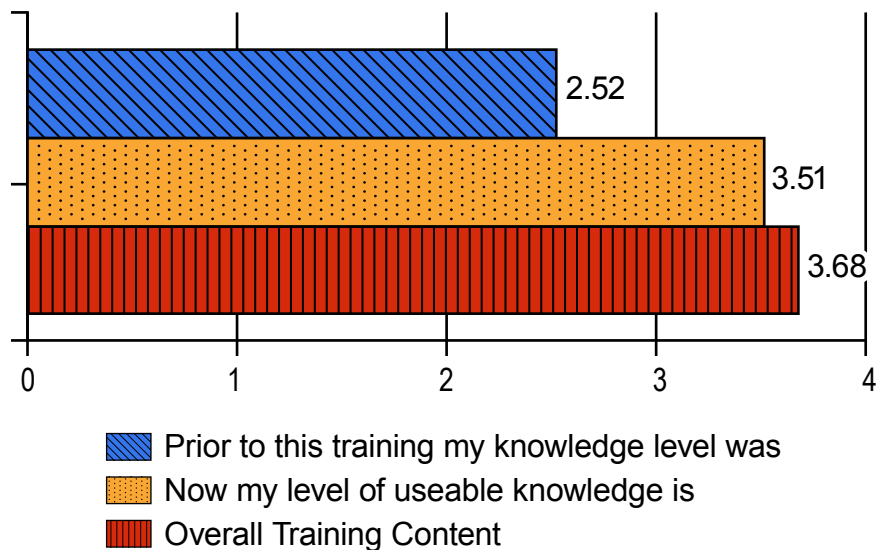


Table 3: Percentage of Attendance by Session Type

Training Topics	Percentage
Paraeducators	27.92%
Teacher: Special Education	19.39%
School/Clinical Psychologist	16.20%
Speech-Language Pathologist	12.04%
Other	9.52%
Teacher: General Education	5.14%
Other Certificated	4.16%
Administrator: Special Education	2.12%
Program Specialist	1.73%
Administrator: General Education	1.07%
Family	0.72%

Technical Assistance

“Results were consistent with team thinking. Results proved to support our plan.”

***~Administrator~
Northern California***



“The information that was provided gave us a fuller picture of what is going on with our student. The recommendations were insightful!”

***~School Personnel~
Central California***



The assessment clarified and added a lot of information regarding the concerns we had.”

***~Administrator~
Southern California***

In addition to the formal development training, the Diagnostic Centers provide technical assistance to individual teachers, administrators, specialists, and families. Technical assistance requests range from questions that are answered by telephone or the internet (i.e., resources or referral information), to on-site demonstration teaching and the Ask a Specialist web-based discussion forum.

Technical assistance is provided statewide and nationally. Projects have included presentations and collaboration with school districts, county offices of education and SELPAs (reported on pages 12–25), colleges and universities, and various education and service agencies and organizations (reported on pages 26–30), including the California Association of School Psychologists, American Speech-Language-Hearing Association, and California Autism Professional Technical Assistance and Information Network.

2017–2018 Technical and Resource Assistance

- ❖ 445 demonstration teaching sessions were provided to 3,352 school personnel
- ❖ 635 individuals were provided direct resource and consultation assistance
- ❖ 350,404 individuals received online training
- ❖ 337,901 total participants

Comprehensive Professional Development Projects

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Many SELPAs, districts, and county offices of education request Diagnostic Center projects involving their special education programs and service delivery models that require a more intensive level of assistance. The 2017–18 projects provided in-depth content training and multiple levels of support, including 445 sessions of demonstration teaching and on-site consultation services to 3,352 educators, as well as multiple opportunities for formal professional development training. Each project required strong district administrative leadership and teacher support. A description of the projects begins on the following page.

Client Effectiveness Surveys were also distributed to teachers, administrators, designated service providers, and paraprofessionals who engaged in Diagnostic Center projects.

For the 180 surveys returned, ratings were on a scale of 1 (low) to 4 (high).

Client Effectiveness Surveys Received

Average Rating	Survey Questions
3.8	The areas of concern, identified as the focus of the project, were addressed.
3.7	Practical strategies and/or interventions were provided.
3.9	I have increased my knowledge regarding types and methods of strategies to use with students.
3.8	The information provided will result in improved student outcomes.

Comprehensive Professional Development Projects



DIAGNOSTIC CENTER, NORTHERN CALIFORNIA

AUTISM SPECTRUM DISORDER (ASD) - USING IMPLEMENTATION SCIENCE TO DEVELOP EVIDENCE-BASED PRACTICE PROGRAMS FOR STUDENTS WITH ASD

- Pajaro Valley Unified School District/SELPA (Monterey County)
- Alameda Unified School District (Alameda County)

These school districts/SELPA requested assistance in redesigning their programs for students with an ASD. Staff were provided professional development and hands on coaching and technical assistance to learn evidence-based practices for individuals with an ASD. Assessments were also conducted for individual students. In addition, the Pajaro Valley USD and Alameda USD Leadership teams participated in developing transformational leadership skills to ensure sustainability, scaling up of the technical assistance project goals and alignment with their LCAP.

PATTERN OF STRENGTHS AND WEAKNESSES (PSW) COURSE FOR SCHOOL PSYCHOLOGISTS

- San Mateo County SELPA

Selected San Mateo County SELPA school psychologists learned an integrated method for determining PSW using the Cross Battery Assessment System (XBASS) to determine the presence or absence of a Specific Learning Disability (SLD). The outcome for San Mateo County SELPA was to build capacity to determine SLD using a PSW methodology with consistency among the districts within the SELPA. At the end of the project, the Directors of Special Education and the trained school psychologists were gathered to collaboratively develop a sustainability and scaling up plan to ensure that this highly trained cadre of school psychologists will be able to sustain best practice assessment and intervention guidelines and have the opportunity to mentor/train other district/county colleagues.

ALTERNATIVE AND AUGMENTATIVE COMMUNICATION (AAC) CERTIFICATION COURSE FOR SLPS

- North Region SELPA (Alameda County)
- South East Consortium SELPA (Santa Clara County)
- Tri Valley SELPA (Alameda County)
- West Contra Costa County SELPA

Comprehensive Professional Development Projects



DIAGNOSTIC CENTER, NORTHERN CALIFORNIA

The following SELPAs all received extensive training for their selected speech-language pathologists to gain competency and earn certification in the area of AAC assessment and service delivery.

Participants learned the basics of providing AAC services in schools, including assessment and implementation. The course was comprised of six full days of coursework that covered AAC methods and strategies that maximize functional communication, and included a review of current research and evidence-based practices. The field of AAC was explored from low-tech systems to high-tech devices, so that participants became familiar with a variety of AAC strategies and tools. All participants were required to participate in weekly learning activities, write a comprehensive AAC Assessment report, and complete an AAC Implementation Plan. Each participant received hands-on coaching by the instructor at the school site. The participants took a final exam and a Certificate of Completion was awarded upon successful completion of all AAC Assessment and Services coursework and requirements, and 36 hours of Continuing Education were earned that could be used toward speech-language pathologists' maintenance of their ASHA Certificate of Clinical Competence and their California license for speech-language pathology.

INCLUSIVE EDUCATION FOR STUDENTS WITH MODERATE TO SEVERE DISABILITIES

- Rocketship Education Charter Schools, Discovery Prep, San Jose (Santa Clara County)

Rocketship Education Charter Schools requested assistance in redesigning their programs for students with moderate to severe disabilities to increase opportunities for meaningful participation in the general education classroom or least restrictive environment (LRE). The focus of the hands-on coaching and technical assistance was in the following areas: Common Core State Standards-based curriculum, developing and implementing engaging meaningful and functional activities that lead to independence, and positive behavior interventions and supports. Teaching staff were also provided with professional development opportunities in the form of trainings by the Diagnostic Center staff to learn evidence-based practices for individuals with an ASD and moderate to severe disabilities. Assessments were also conducted for individual students. In addition, the Rocketship leadership team participated in developing leadership skills and increasing knowledge in Implementation Science to ensure sustainability, scaling up of the technical assistance project goals, and aligning with their LCAP.

Comprehensive Professional Development Projects



DIAGNOSTIC CENTER, NORTHERN CALIFORNIA

Ask A Specialist Website Hosted by the Diagnostic Center, Northern California

<http://www.askaspecialist.ca.gov/>

This website provides individuals with resources and technical assistance and offers visitors the opportunity to ask questions of special education experts in the areas of ASDs, behavior, assistive technology/AAC, attention deficit/hyperactivity disorder (ADHD), mental health issues, school-related medical issues, transition/secondary issues, and culturally responsive assessment.

CAPTAIN Website Hosted by the Diagnostic Center, Northern California

www.captain.ca.gov

This website serves CAPTAIN (California Autism Professional Technical Assistance and Information Network), the statewide resource for California educators and families. CAPTAIN is an interagency organization committed to disseminating evidence-based information and resources for families and educators who work with students with an ASD and is in response to the State Superintendent of Public Instruction Autism Advisory Committee and the California Legislative Blue Ribbon Commission on ASD recommendations.

Website for Diagnostic Center, Northern California

<http://www.dcn-cde.ca.gov/>

This website provides online/web-based trainings and resources such as the opportunity to learn about best practices in the assessment of African American students, transition, autism, AAC, alternative assessment/PSW, etc.

Comprehensive Professional Development Projects



DIAGNOSTIC CENTER, CENTRAL CALIFORNIA

Central Unified School District

This project consisted of specific trainings, consultation, coaching, and collaboration to address the following question: *How can assistive technology be used to increase communicative opportunities, improve communication skills, and increase access to learning?* Participants included teachers, speech-language pathologists, school psychologists, para-professionals, and the staff of Diagnostic Center, Central California. The project was designed with both individual classroom consultation and whole group training opportunities. The focus of this assistive technology project was specifically related to evidence-based practices, strategies, support services, assessment, and implementation using a multi-tiered system of support.

Augmentative Alternative Communication Cohorts

Central Unified School District

Fresno Unified School District

This project was developed to support individuals who have completed the AAC series trainings. These quarterly meetings were developed to provide trainings, support, consultation, coaching, and technical assistance to implement the use of AAC within the educational setting to ensure fidelity of implementation with a forum for collegial communication and support.

Assistive Technology Cohorts

San Joaquin County SELPA

San Luis Obispo SELPA

A cohort project was developed to support individuals who have completed the Assistive Technology Certificate Program. These quarterly meetings were developed to provide trainings, support, consultation, coaching, and technical assistance to implement the use of assistive technology within the educational setting to ensure fidelity of implementation with a forum for collegial communication and support.

Coalinga-Huron School District

At the request of the Coalinga-Huron School District, the Diagnostic Center, Central California, developed a collaborative project with the intent to strengthen Coalinga-Huron Unified School District's targeted programs for students with moderate to severe needs. Building capacity within programs and with the special education staff was a key focus. Incorporated into this project was professional learning opportunities (behavior, evidence-based practices, standards-based instruction), coaching/mentoring, multi-disciplinary problem-solving, modeling, support, and resource assistance.

Comprehensive Professional Development Projects



DIAGNOSTIC CENTER, CENTRAL CALIFORNIA

Dinuba Unified School District (Preschool Programs)

Dinuba Unified School District requested a project with a focus on building evidence-based programming for special education preschool students. Trainings, coaching, and technical assistance were provided to school site teams (teachers, psychologists, speech-language pathologists, and paraprofessionals). Instructional and environmental components encompassed within this project included increasing the implementation and fidelity of evidence-based practices, student engagement, data collection techniques, behavior management systems, program planning, and evaluation.

Dyslexia Forum

The Diagnostic Center, Central California, initiated and developed the Dyslexia Forum as an avenue to disseminate current research and evidence-based practices regarding assessment and instruction for students diagnosed with dyslexia. Two forums were held during the 2017–18 year and both were well attended by educators, parents, and advocates. Both forums included presentations from staff of the Diagnostic Center, Central California, as well as guest speakers.

Fresno Unified School District:

Kirk Elementary School

Starr Elementary School

Both Kirk Elementary School and Starr Elementary School joined forces with the Diagnostic Center, Central California, in an effort to guide students and staff “to connect and enhance social communication and increase language for students who are both verbal and nonverbal.” The focus of the project was to address the diagnostic question: *How can the Diagnostic Center, Central California, support Fresno Unified School District in ongoing trainings, implementation, and progress monitoring in the areas of social skills training and social skills groups?* The project was designed to incorporate typical developing peers into the social learning of children with ASD through the implementation of the evidence-based practice Peer Mediated Intervention and Instruction (PMII).

Comprehensive Professional Development Projects



DIAGNOSTIC CENTER, CENTRAL CALIFORNIA

Fresno Unified School District:

Rata High School

Addicott Elementary School

Addicott Elementary School and Rata High School both requested a project to address to the following: *How can assistive technology be used to increase communicative opportunities, improve communication skills, and increase access to learning?* This project was provided for the benefit of students with moderate to severe disabilities at Rata High School and Addicott Elementary School. The participants included teachers, para-educators, speech-language pathologists, administrators, and other designated instructional staff as appropriate, and included trainings, consultation, and coaching.

Fresno Unified School District requested an AAC Certification Project.

This project included a cadre of speech-language pathologists, para educators, and special education service providers who attended a series of seven full-day rigorous trainings in the area of AAC, with additional coursework and assignments. In-class support and technical assistance were provided with regard to interventions, assessments, and report writing. Participants who attended all of the classes and completed assignments at a satisfactory level were given a certificate of successful coursework completion.

Fresno Unified School District

The Special Day Class staff at Susan B. Anthony Elementary school requested a group project “to connect and enhance social communication and increase language for students who are both verbal and nonverbal.” The focus of the project was to address the diagnostic question: *How can the Diagnostic Center, Central California, support Fresno Unified School District in ongoing trainings, implementation, and progress monitoring in the areas of social skills training and social skills groups?* The project was designed to incorporate typical developing peers into the social learning of children with ASD and other related disorders through the implementation of the evidence-based practice of PMII.

Comprehensive Professional Development Projects



DIAGNOSTIC CENTER, CENTRAL CALIFORNIA

Kern County Consortium SELPA requested an Assistive Technology Certificate project.

The focus of this project was to develop assistive technology teams to assist school districts with assessing specific student needs related to assistive technology. The project was designed to promote the use of evidence-based assessment procedures in assistive technology. During this project, individuals were required to complete two Assistive Technology Assessments, and other assignments related to Assistive Technology Assessments using the Student, Environment, Tools and Task (SETT) model, and other assessment modules such as the Wisconsin Assistive Technology Initiative (WATI). Attendance on all seven full-day sessions and satisfactory completion of projects and assignments were required to receive the certificate.

Kern County Consortium SELPA

The Diagnostic Center, Central California, joined forces in a proactive collaborative effort to satisfy the tremendous need that districts within Kern County have for highly-qualified, highly-trained paraprofessionals who serve students with ASD. The project was designed to offer direct instruction through a series of trainings leading to a certificate of competency for paraprofessionals. The components of the year-long, intensive certification program for paraprofessionals included the following: training sessions in various evidence-based practices, observation and coaching sessions for each participant, outside reading assignments, and monthly portfolio assignments.

Lucia Mar Unified School District

This project consisted of specific trainings, consultation, coaching, and collaboration to address the following question: *What information can the Diagnostic Center, Central California, provide to support student progress within the classroom and school setting (i.e., daily living skills, recreation/leisure, feeding, communication, academics/learning environments, or assistive technology)?* Trainings were developed based on observations in classrooms and interviews with classroom staff. The focus of this project was specifically related to evidence-based practices and strategies.

Comprehensive Professional Development Projects



DIAGNOSTIC CENTER, CENTRAL CALIFORNIA

Madera County Superintendent of Schools

The Diagnostic Center, Central California, and Madera County Superintendent of Schools (MCSOS) collaborated on a project that involved Special Day Class teachers, paraeducators, and other educational specialists assigned to the MCSOS programs housed at Coarsegold Elementary School and Yosemite High School. The focus was to address the following question: *What communication, learning, and sensory-related recommendations may reduce student maladaptive behaviors and increase positive learning behaviors?* The project components included observations, collaboration/consultation, trial teaching, file review, debriefing, follow-up phone conversations, as well as a culminating training. An Observation Feedback form was provided to the classroom teachers subsequent to observations.

Madera County Superintendent of Schools

Gould Educational Center and the Diagnostic Center, Central California, collaborated to provide trainings, consultation, and coaching to “Increase Augmentative and Alternative Communication/Assistive Technology” and “Universal Design” (access and opportunities) for students with moderate-to-severe disabilities (grades preschool through adult transition programs). The participants included teachers, para-educators, speech-language pathologists, administrators, and other designated instructional staff as appropriate. Area of focus included, but was not limited to: strategies to create a language-rich environment; creating scripts for activities; aided language stimulation; creating data collection of opportunities; assessment for readiness; and engineering the environment.

Tulare County Office of Education - Sequoia Union Elementary School

The Diagnostic Center, Central California, and Tulare County Office of Education special education staff at Sequoia Union Elementary School collaborated on a project to provide reading intervention teachers at the school with additional professional development and support. The project addressed the following question: *How does a structured literacy approach to reading instruction improve outcomes for struggling readers and students with dyslexia?* It included the observation of intervention lessons, a demonstration lesson, email/phone support, and on-site consultation sessions, as well as the provision of professional articles, websites, and sample teaching materials.

Comprehensive Professional Development Projects



DIAGNOSTIC CENTER, CENTRAL CALIFORNIA

The Diagnostic Center, Central California, provided three one-week AAC Summer Academies as follows: 1) Diagnostic Center, Central California; 2) in collaboration with University of the Pacific Speech Language Department; and 3) in collaboration with San Luis Obispo SELPA Each academy was attended by 11–13 students who use electronic communication devices. A strong support group of volunteers consisting of non-disabled peers and language facilitators were instrumental in the success of the Academies. The project focused on improving the quality, variety, and frequency of communicative intents of students ranging from preschool through secondary levels. The students engaged in a variety of academic, social, and problem-solving activities including crafts, puzzles, and games, as well as a culminating activity based on the theme. Parents and educators were invited to participate, observe, ask questions, and receive guidance. The project involved direct student instruction, modeling of AAC device programming, consultation, technical assistance, and individual student assessment reports.

Comprehensive Professional Development Projects



DIAGNOSTIC CENTER, SOUTHERN CALIFORNIA

Augmentative-Alternative Communication

The Diagnostic Center specialist provided in-depth training in the area of AAC assessment for speech-language pathologists and other assessment team members (e.g., school psychologists, occupational therapists) who conduct school-based assessments and serve children with complex communication needs in their school districts. Participants were selected from a pool of applicants representing multiple districts in Southern California. The project emphasized integrating theory with practice, conceptualizing the impact of cognitive, perceptual, and motor deficits on communication and AAC recommendations, and provided direct experience with a sample of augmentative devices. Participants engaged in self-study, face-to-face training and coaching, and the completion of an AAC assessment and report. Specific feedback regarding the participants' assessment and report was provided to each participant.

Centinela Valley Union High School District

Centinela Valley Union High School District and the Diagnostic Center, Southern California, worked collaboratively in this year-long project that brought students in touch with their ability to plan for their future. Using a variety of lessons, reference materials, and activities, teachers were able to expand their efforts and practices to motivate students and to make informed choices for the future.

Colton Joint Union School District

Combining efforts of Colton Joint Union School District and the Diagnostic Center of Southern California, this year-long project focused on implementing evidence based practices into transition activities for students. This project offered residual benefits going forward to the stakeholders as the activities/lessons were crafted to support sustainability to the districts' practice and instruction for transition.

Conejo Valley Unified School District

The purpose of this project was to increase staff use of classroom supports and strategies that target pre-intervention and intervention for students with emotional-behavioral disorders. Diagnostic Center staff provided training and coaching for district staff over the course of the school year.

Comprehensive Professional Development Projects



DIAGNOSTIC CENTER, SOUTHERN CALIFORNIA

Duarte Unified School District

This transition project provided in-depth training, lessons, and activities designed to support students in transition preparation. Teachers and support staff were exposed to materials, resources, and activities that facilitated this instruction process. The Diagnostic Center consultant worked directly with teachers, as well as independently with students, to increase self-awareness, self-determination, and self-advocacy skills necessary to make realistic and informed choices for high school planning, work experience, and the successful transition into adult living and employment. The project included onsite follow-up, facilitated dialogues regarding lesson outcomes, direct teaching strategies, and feedback for ongoing transition training.

Escondido Union School District

This consultation/project was a joint effort undertaken between the Escondido Union School District and the Diagnostic Center, Southern California. This project provided support to special education teachers and district administrative staff and focused on developmentally appropriate curricular planning and supports for students with moderate to severe disabilities. This project included classroom observations of four special day classes at Rock Springs Elementary School, interviews with teachers, demonstration teaching, and direct interaction with students.

Fontana

This project was a joint effort between the school district and the Diagnostic Center, Southern California. This undertaking provided students and teachers with evidence-based practices and activities designed to support student efforts in making choices for life after high school and adult living. The key objective was to motivate students to make realistic and informed decisions for the post-secondary arena.

Fontana Unified School District

This consultation/project was a joint effort undertaken between the Fontana Unified School District and the Diagnostic Center, Southern California. This project provided support to special education teachers and district administrative staff. The consultation focused on developmentally appropriate curricular programming and supports. This project included classroom observations of two special day classes at Mango Elementary School, interviews with teachers, demonstration teaching, and direct interaction with students.

Comprehensive Professional Development Projects



DIAGNOSTIC CENTER, SOUTHERN CALIFORNIA

Fullerton Joint Union High School District

The purpose of this project was to improve teacher's use of evidence-based practices to support students with mental health and behavioral needs. The project included training, guided practice, and round-table discussion for selected staff.

Norwalk-LaMirada Unified School District

The purpose of this project was to introduce staff to best practices in environmental management, which is used as pre-intervention for students who are identified for special education due to their emotional-behavioral disorders. Staff was trained in these best practices aimed at reducing environmental stress and reducing triggering events that result in unwanted behavioral escalations that ultimately interfere with learning. Teachers participating in the project increased their use of these supports.

San Diego County Office of Education

The purpose of this project was to introduce staff to best practices in working with students who are identified for special education due to their emotional-behavioral diagnoses. Staff were trained in best practices designed to improve behavioral and educational outcomes.

Santa Ana Unified School District

This consultation/project was a joint effort undertaken between the Santa Ana Unified School District and the Diagnostic Center, Southern California. This project provided support to select elementary general education classes, specialized academic instruction designated educators and site administrators at Pio Pico Elementary School, and district administrative staff.

The consultation provided assistance for the implementation of best practices in inclusive classrooms with a primary focus on proactive classroom management.

Simi Valley Unified School District

The purpose of this project was to determine if staff could improve their use of a variety of teaching strategies and environmental modifications to support students with social-emotional needs. The project included planned presentations, observation and feedback sessions, consultation, and coaching of identified staff.

Comprehensive Professional Development Projects



DIAGNOSTIC CENTER, SOUTHERN CALIFORNIA

Simi Valley Unified School District

This consultation/project was a joint effort undertaken between the Simi Valley Unified School District and the Diagnostic Center, Southern California. This project provided support to special education teachers and district administrative staff. The consultation focused on evidence-based practices for students with autism, including developmentally appropriate curricular programming, and instructional and behavioral supports and strategies.

Tustin Unified School District

The purpose of this project was to increase staff use of behavioral and treatment supports for students with behavioral and mental health needs. The project included professional development, supportive observation, and consultation aimed at improving knowledge and teacher attitude toward use of unfamiliar strategies. Initial data showed that teachers were using on average 15% of the recommended supports and strategies. At the conclusion of the project, teachers were using on average 55% of the recommended supports and strategies, based on district self-reporting.

West End SELPA

This transition project provided in-depth training, lessons, and activities designed to support students in transition preparation. Teachers and support staff were exposed to materials, resources, and activities that facilitated this instruction process. The Diagnostic Center consultant worked directly with teachers, as well as independently with students, to increase self-awareness, self-determination, and self-advocacy skills necessary to make realistic and informed choices for high school planning, work experience, and the successful transition into adult living and employment.

Westminster School District

This project provided support to special education teachers, service providers, and district administrative staff within the Westminster School District. The project focused on curricular programming and instructional strategies and supports for students with moderate to severe disabilities. This project included classroom observations of two special day classes at Anderson Elementary and one special day class at Warner Middle School, interviews with teachers, demonstration teaching, and direct interaction with students. Staff members were provided with training in development, behavioral and instructional supports and strategies, and differentiating instruction.

Comprehensive Professional Development Projects



DIAGNOSTIC CENTER, SOUTHERN CALIFORNIA

POSITIVE ENVIRONMENTS, NETWORK OF TRAINERS

The Diagnostic Center, Southern California, completed its 16th year of directing and supporting the Positive Environments, Network of Trainers (PENT). The Diagnostic Center, Southern California, continued to respond to email and phone requests for consultation on behavior support, discipline, and related topics through the PENT listserv. The PENT website at www.pent.ca.gov continues to be updated with new resources for training materials to support staff and students in effective responding to problem behavior and development of individual, class-wide, and schoolwide behavior support.

The PENT Cadre, consisting of approximately 300 SELPA Director-nominated trainers and consultants on behavior, met in the annual PENT Forums. School mental health and the integration of services was the focus of the 2018 forum. Mike Lombardo, Placer County Office of Education, provided the keynote address that focused on providing an interconnected system of supports for students with the highest needs, including those with mental health needs. Clayton Cook, University of Minnesota, delivered presentations on utilizing functional behavioral assessment to inform treatment, writing effective therapeutic goals, monitoring progress, and data-based decision-making.

Interagency Collaboration

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The Diagnostic Centers continue to collaborate with colleges and universities. Diagnostic Center staff served on advisory committees, provided clinical and demonstration teaching opportunities for teacher, school psychologist, and speech-language specialist candidates, provided formal presentations in teacher preparation and clinical programs, served on Level Two Credential Committees, and provided technical assistance and resource assistance to both general and special education departments of the colleges and universities listed below.

- Alliant University, San Francisco & San Diego Campuses
- California State University, Channel Islands
- California State University, East Bay
- California State University, Fresno
- California State University, San Diego
- California State University, San Francisco
- California State University, San Jose
- Chabot College, Hayward
- Fresno Pacific University
- Stanford University School of Medicine
- University of California, Berkeley
- University of California, Davis
- University of California, Los Angeles
- University of California, San Francisco Medical School
- University of North Carolina, Charlotte
- University of Southern California
- University of the Pacific
- University of Washington

In addition to college and university involvement, Diagnostic Center staff provided consultation and technical assistance to various education and service agencies and organizations. The staff have served on Departmental Advisory Committees and workgroups, interagency task forces, and consulted on various state projects. A sampling of Diagnostic Center participation includes the following organizations.

- Adapted Physical Education Guidelines Committee
- Advisory Commission on Special Education
- Alameda County Public Health Department -
Developmental Disabilities Planning and Advisory Council

Interagency Collaboration *(cont.)*

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- American Foundation for the Blind
- American Speech-Language-Hearing Association (ASHA) Convention Program Committee
- American Speech-Language-Hearing Association (ASHA) Council for Clinical Certification in Audiology and Speech-Language Pathology
- American Speech-Language-Hearing Association (ASHA) Minority Student Leadership Program
- American Speech-Language-Hearing Association (ASHA) Student to Empowered Professional Mentoring Program (S.T.E.P.)
- Association of California School Administrators (ACSA)
- Association of California School Administrators (ACSA) - ASD Goals Workgroup
- Association of California School Administrators (ACSA) - Every Child Counts Symposium
- Association of California School Administrators (ACSA) - Autism Goals and Objectives Task Force
- Association of Educational Therapists
- Augmentative and Alternative Communication and Assistive Technology Network
- Autism Society of America (ASA)
- Blind Babies Foundation, California School for the Blind
- Buddy Systems Inc.
- California Association for Health, Physical Education, Recreation and Dance (CAHPERD)
- California Association of African-American Superintendents and Administrators
- California Association of Resource Specialists - Local Chapter
- California Association of School Psychologists (CASP)
- California Autism Professional Training and Information Network (CAPTAIN)
- California Children Services
- California Department of Developmental Services (DDS)
- California Department of Education, California Services for Technical Assistance and Training (CalSTAT)
- California Department of Education - Disabilities Advisory Committee (CDE-DAC)

Interagency Collaboration *(cont.)*

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- California Department of Education - Dyslexia Guidelines Workgroup
- California Department of Education - Student Mental Health Policy Workgroup
- California Interagency Autism Planning Group
- California School Employees Association - California Paraeducator Conference
- California Speech-Language-Hearing Association (CSHA)
- California Speech-Language-Hearing Association (CSHA) Legislative Committee
- California Speech-Language-Hearing Association (CSHA) Diversity Committee
- California Speech-Language-Hearing Association (CSHA) Position Paper on ASD
- California State Council on Adapted Physical Education
- California State Employees Association (CSEA)
- California State University Fresno - School Psychologist Advisory Committee
- California State University Fresno - Special Education Advisory Committee
- California Transition Alliance
- Center for Excellence in Developmental Disabilities (CEDD), MIND Institute
- Center for Excellence in Developmental Disabilities (CEDD, University of California, Los Angeles)
- Central California Chapter - Autism Society of America
- Central Valley Community Autism Partnership - Autism Forum
- Central Valley Family Resource Centers
- Central Valley Regional CAPTAIN Cadre
- Central Valley Regional Center (CVRC)
- Children and Adults with ADHD (CHAAD)
- Children's Hospital, Central California - Assistive Technology and Augmentative/Alternative Communication
- Closing the Gap
- Clovis Unified SELPA Community Advisory Committee
- CSUEB-Concord Educational Therapy Certificate Program

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- Exceptional Children's Unlimited-Transition - SOAR
- Families for Effective Autism Treatment (FEAT)
- Family Resource Centers Network of California (e.g. Parents Helping Parents)
- Fresno County Office of Education: Migrant Education
- Fresno Early Childhood Coalition
- Fresno Interagency Focus on Unity
- Fresno Pacific University Counseling and Faculty Advisory Committee
- Improving Special Education Services (ISES) Committee
- Interagency Autism Planning Group (various state and local agencies, including DDS/Regional Centers, Department of Public Health, SELPAs, University Centers for Excellence in Developmental Disabilities (UCEDDs) at UCD and USC, MIND Institute)
- Kern CAPTAIN Cadre
- Linda Hodgdon's Visual Strategies and Implementation Study
- National Association for Hearing and Speech Action
- National College Association of Teacher Education Accreditation
- National Community of Practice on Transition
- National Professional Development Center (NPDC) on Autism Spectrum Disorder
- National Secondary Transition Technical Assistance Center
- Office of Special Education Programs (OSEP)
- Partners in Sustainable Learning
- Positive Environments, Network of Trainers (PENT)
- Regional Centers of California
- Regional Coordinating Councils
- Resources for Independence Central Valley (Formerly Center for Independent Living-Fresno)
- San Joaquin SELPA CAPTAIN Cadre
- San Joaquin SELPA Community Advisory Committee
- San Mateo County Speech-Language-Hearing Association (SMCSLHA)
- Santa Clara Speech-Language and Hearing Association

Interagency Collaboration *(cont.)*

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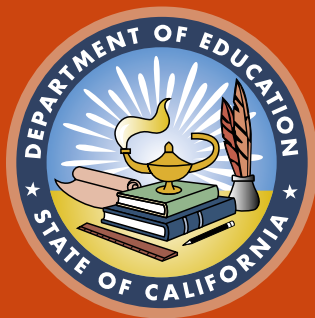


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(SCCSHA)

- Selma Unified School District: Community Advisory Committee
- SELPA PENT Behavior Committee
- Southern California Autism Training Collaborative
- Southern California K-12 Assistive Technology Network
- Special Education Administrators of County Offices (SEACO) - Aligning the Foundations/Standards in the Core Areas - Preschool Work Group
- Special Education Local Plan Area (SELPA) State Association
- Tri-Counties Regional Center
- Tulare County Office of Education - IMPACT Program
- Tulare County Women, Infants, and Children (WIC) Program
- WestEd Center for Prevention and Early Intervention

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Diagnostic Centers
California Department of Education
Special Services and Support Branch
State Special Schools and Services Division